We will start soon!

This web conference is sponsored by the California Department of Public Health, Epidemiology and Prevention for Injury Control (EPIC) Branch, and the Preventive Health and Health Services Block Grant.

How to Use This Technology

- Raise Hand
- Q&A
- Text Chat
- PowerPoint Slides
  - members section of www.calcasa.org
**Technology**

- For trouble on the web please send a private chat
- You can call iLinc technical assistance at 800-799-4510
- For other information, call CALCASA at 888-922-5227

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**Resources**

**Prevention**
- Technical Assistance
  - David Lee
david@calcasa.org
  - Chad Sniffen
chad@calcasa.org
- MyStrength Training (summer 2009)
- Web Conferences
- Prevention Connection
  - [www.PreventConnect.org](http://www.PreventConnect.org)

**Technical Assistance**
- Advocacy
- Management
- other issues

- Ebridge and EDTalk
- [www.calcasapublicpolicy.org](http://www.calcasapublicpolicy.org)

- Library Resources
- In-Person and Web Trainings
- Leadership Conference
How do we know we’ve made the change we want to see?

Using Logic Models for Planning Primary Prevention Programs

By Wendi L. Siebold, MA, MPH
wendi.lyn1@gmail.com

Welcome and Introductions
Overview

- Building On Where You’ve Been
- What Is A Logic Model?
- When To Use A Logic Model
- A Conversation on Using Logic Models
- Logic Model Basics: A Series of Questions
- The Foundation of A Good Logic Model: Outcomes
- Next Steps

CDPH RPE Requirement

- Gather local information and data for a needs and resources assessment that identifies strengths, gaps, and issues
- Conduct planning session to develop goals, objectives, strategies, and evaluation
- Draft Action Plan and/or Logic Model based on results of the planning process
A note...

- A logic model is *different* than a workplan

**Work plan:** Focuses more on how each activity will be implemented (who will do what, when, etc.) rather than...

**Logic Model:** displays why your chosen activities will reach your goals (the logic)

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### Example Work Plan

#### Hill County IPV Primary Prevention Workplan 2007-2010

<table>
<thead>
<tr>
<th>Goals</th>
<th>Outcomes</th>
<th>Programs or Activities</th>
<th>What Needs To Happen?</th>
<th>Who will do this?</th>
<th>Start Date</th>
<th>Complete Date</th>
<th>Source of Outcome Evaluation Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal 1: High school students in Hill County will know how to form healthy relationships</td>
<td>1.1: In the 2007-2008 school year, there will be a 50% increase in the number of students who report that they can differentiate between “Power With” and “Power Over” attitudes and behaviors</td>
<td>Healthy Relationships Curricula</td>
<td>Order curricula materials</td>
<td>Krista – B&amp;G Club</td>
<td>June 2007</td>
<td>July 2007</td>
<td>Pre/post surveys</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Adjust curricula (if necessary) to make fit with Hill County high school students</td>
<td>Krista and Kate (take lead, consult with rest of CCR)</td>
<td>July 2007</td>
<td>September 2007</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Contact XX and YY school health teachers and principal</td>
<td>Kate – DELTA Coordinator</td>
<td>August 2007</td>
<td>August 2007</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Schedule dates to present in Health Class</td>
<td>Kate – DELTA Coordinator</td>
<td>August 2007</td>
<td>September 2007</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Further flip charts, posts, make copies, get refreshments, other materials</td>
<td>Max – student intern at B&amp;G Club</td>
<td>September 2007</td>
<td>September 2007</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Copy evaluation tools/surveys and get sharpen pencils</td>
<td>Max</td>
<td>September 2007</td>
<td>September 2007</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Present curricula</td>
<td>Kate and Max</td>
<td>October 2007</td>
<td>November 2007</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Distribute and collect pre-post surveys</td>
<td>Kate and Max</td>
<td>October 2007</td>
<td>November 2007</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Enter survey data</td>
<td>Max</td>
<td>December 2007</td>
<td>January 2008</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Analyze and summarize</td>
<td>Kate, Krista and Max</td>
<td>February 2008</td>
<td>March 2008</td>
<td></td>
</tr>
</tbody>
</table>

1.2: In the 2007-2008 school year, there will be a 50% increase in the number of students who understand the

**Healthy Relationships Curricula**

<table>
<thead>
<tr>
<th>Programs or Activities</th>
<th>What Needs To Happen?</th>
<th>Who will do this?</th>
<th>Start Date</th>
<th>Complete Date</th>
<th>Source of Outcome Evaluation Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>Healthy Relationships Curricula</td>
<td>Same as above</td>
<td>Same as above</td>
<td>Jan 2007</td>
<td>Jan 2008</td>
<td>Pre/post surveys</td>
</tr>
</tbody>
</table>
Building On Where You’ve Been

In the past, what was the first thing that came to mind when you were asked to do a logic model?
What is a logic model?

It’s like a road map that tells you:

Where you are going
What is a logic model?

What you expect to accomplish
- Along the way
- When you get there

What is a logic model?

Helps you make mid-course adjustments (detours)

I'm not doing that drive in one day ever again
What is a logic model?

- Where you are going
- What you expect to accomplish
- Helps you make mid-course adjustments (detours)

A more formal version…

**Goal**

- I will get from Seattle to Sacramento

**Programs or Activities**

- Driving

**Outcomes**

- I will eat at least twice during my trip
- I will have listened to at least 75% of my iPod & playlists
- I will stop to use a bathroom at least 4 times during my trip
- My car will be parked in front of CALFAS by 8:00 pm
What does a logic model look like?

- Any shape, usually rectangles
- Simple or complex
- One page (ha!)
When to use a logic model

• Before, During and After Program Implementation
  ◦ Program planning – new program development
  ◦ Evaluating existing programs
  ◦ Program Improvement

• Partnership-Building
  ◦ Approaching funders
  ◦ Gaining stakeholder buy-in
    • e.g., school admin
  ◦ Meeting with your board/management
    • Organizational planning
    • Capacity-building
A conversation with

Margie Lee
Human Response Network
Weaverville, CA

Questions for rape crisis center

• How has your organization used logic models to change your current programming?

• What are some examples of how you have used logic models to explain your work to community stakeholders?
Benefits of a logic model

• Helps others understand what you are doing and why

• Helps you keep track of what you expect to see change

• Helps to identify gaps in program logic and clarifies assumptions so success may be more likely

• Organizes your planning in one place

Thanks to: W.K. Kellogg Foundation’s Logic Model Development Guide available at www.wkkf.org/pubs/sites/default/files/pub3669.pdf for parts of this slide

Benefits of a logic model

• Builds buy-in and teamwork

• Helps clarify what is appropriate to evaluate, and when, so that evaluation resources are used wisely

• Summarizes complex programs to communicate with stakeholders, funders, audiences

• Helps your organization’s long-term visioning and overall effectiveness

Thanks to: W.K. Kellogg Foundation’s Logic Model Development Guide available at www.wkkf.org/pubs/sites/default/files/pub3669.pdf for parts of this slide
Potential pitfalls

- Programs are not really linear
- Can over-simplify a program
- Can bog-down your program if not done well
- Won’t tell you if the right outcome is being identified and measured
- Hard to identify and communicate the assumptions
- Could be based on faulty research data

Concerns About Logic Models

Logic models are too complex!

We already implement prevention activities that we like, won’t creating a logic model take time away from more important work?

How Could You Use a Logic Model?

In what ways do you think you might use a logic model?

Logic Model Basics

...A Series of Questions
Bringing it all together:
Using a Logic Model

Goals

Outcomes

Activities

Evaluation

A conversation with
Cynthia Patterson
Monterey County Rape Crisis Center
Why are you moving to primary prevention?

What are you trying to accomplish with this program?

Questions for rape crisis center

Using a logic model in two ways

To ‘describe’ your CURRENT programs and overall programmatic approach (Human Response Network)

To outline the expectations of NEW programming (Monterey County Rape Crisis Center)

You will answer the same questions for both types of logic models
A series of questions...

1. What is the change we want to see happen?

2. What are the prevention activities/programs that will be implemented to meet this goal?

3. What specific changes do we expect to see immediately after we implement this activity? (knowledge, attitude, behavior, beliefs)

4. What changes do we expect to see within one year after we implement this activity?

5. What will be the long-term effects of this activity? (On the individual? On the community? etc…)

6. What will we do to measure HOW these activities are implemented?

7. What will we do to measure if the expected change/outcomes happened?
A series of questions...

2. What are the prevention activities or programs that will be implemented to meet this goal?

1. What do you expect to change as a result your prevention efforts?

2. What are the prevention activities/programs that will be implemented to meet this goal?
A series of questions...

- What is the change we want to see happen?
- What are the prevention activities/programs that will be implemented to meet this goal?

  - What specific changes do we expect to see **immediately** after we implement this activity? (knowledge, attitude, behavior, beliefs)
  
  - What changes do we expect to see **within one year** after we implement this activity?
  
  - What will be the **long-term effects** of this activity? (On the individual? On the community? etc...)

  - What will we do to measure HOW these activities are implemented?
  
  - What will we do to measure if the expected change/outcomes happened?

3. What changes do you expect to see **immediately** after you implement this activity?

4. What changes do you expect to see **within one year** after you implement this activity?
5. What will be the **long-term effects** of this activity?

**Questions for rape crisis center**

A series of questions...

- What is the change we want to see happen?
- What are the prevention activities/programs that will be implemented to meet this goal?
- What specific changes do we expect to see immediately after we implement this activity? (knowledge, attitude, behavior, beliefs)
- What changes do we expect to see within one year after we implement this activity?
- What will be the long-term effects of this activity? (On the individual? On the community? etc...)

- What will we do to measure **HOW** these activities are implemented?
- What will we do to measure if the expected change/outcomes happened?
A series of questions...

6. What will we do to measure HOW these activities are implemented?

7. What will we do to measure if the expected change/outcomes happened?

Questions for rape crisis center

6. What will you do to measure HOW these activities are implemented?
   Process Evaluation: Was it done as planned?

7. What will you do to measure if the expected change/outcomes happened?
   Outcome Evaluation: Did it work?
**GOALS**
- What is the change we want to see happen?

**PROGRAMS OR ACTIVITIES**
- What are the prevention activities/programs that will be implemented to meet this goal?

**SHORT-TERM OUTCOMES**
- What specific changes do we expect to see immediately after we implement this activity? (knowledge, attitude, behavior, beliefs)

**INTERMEDIATE OUTCOMES**
- What changes do we expect to see within one year after we implement this activity?

**LONG-TERM IMPACT**
- What will be the long-term effects of this activity? (On the individual? On the community? Etc…)

**PROCESS MEASURES**
- What will we do to measure HOW these activities are implemented?

**OUTCOME MEASURES**
- What will we do to measure if the expected change/outcomes happened?

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### Hill County Primary Prevention Activities Logic Model 2009-2012

<table>
<thead>
<tr>
<th>GOALS</th>
<th>PROGRAMS OR ACTIVITIES</th>
<th>SHORT-TERM OUTCOMES</th>
<th>INTERMEDIATE OUTCOMES</th>
<th>LONG-TERM IMPACT</th>
<th>PROCESS MEASURES</th>
<th>OUTCOME MEASURES</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is the change we want to see happen?</td>
<td>What are the prevention activities/programs that will be implemented to meet this goal?</td>
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<td>What will we do to measure HOW these activities are implemented?</td>
<td>What will we do to measure if the expected change/outcomes happened?</td>
</tr>
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</table>

| High school students in Hill County will know how to form healthy relationships | Healthy Relationships Curriculum (in Health Class) | 25% increase in the number of students who report that they can differentiate between "Power With" and "Power Over" attitudes and behaviors | 50% increase in the number of students who understand the myths and facts about violence in relationships and sexual harassment | 50% increase in the number of students who are able to state the connection between gender stereotypes and conflict in relationships | Facilitator Notes (Program Coordinator) | Pre-post surveys of students who participated in Healthy Relationships curriculum | High school teachers will better understand the elements of a healthy teen relationship |
| Social Norms Campaign | | 25% increase in the number of students who understand the myths and facts about violence in relationships and sexual harassment | | 60% increase in the number of students who are able to state the connection between gender stereotypes and conflict in relationships | Focus groups with random selection of high school students who participated in Healthy Relationships curriculum (Program Coordinator and one staff volunteer) | Annual school-wide survey | |
Beginning tips

• Use visuals/group facilitation
• Work backwards
• Keep it simple
  • Short terms, focus on main outcomes
• Keep it achievable – your programmatic goal should not be to end sexual violence
• Use the one-page test

Checking In...

Do you think you will use a logic model for designing new programs, reviewing current programs, or both?

Use chat to answer
Checking In…

What do you think will be the most challenging part of doing a logic model at your agency?

Use chat to answer

The Foundation of A Good Logic Model:

Outcomes (and their goals)

See handout on goals and outcomes
Resources

  [www.uwex.edu/ces/pdande/evaluation/pdf/lmguidedownload.pdf](http://www.uwex.edu/ces/pdande/evaluation/pdf/lmguidedownload.pdf)
- W.K. Kellogg Foundation’s Logic Model Development Guide.  
- CDC Evaluation Working Group  
- CDC Sexual and Intimate Partner Violence Prevention Programs Evaluation (Guide 99-9234)  

THANK YOU!

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